

# **REFERAT Studienævn for Den Samfundsvidenskabelige Bacheloruddannelse d. 27-08-2025**

**Mødedato** Onsdag d. 27. august 2025 kl. 09:00

**Mødested** 26.143

## **Indholdsfortegnelse**

Members present.....	3
Approval of the agenda.....	4
Approval of last month's minutes.....	5
Intake.....	12
Study environment tutor calendar for the upcoming semester.....	13
Status on the 2025 Introductory Programme.....	14
Evaluation of the Subject Selection process 2025.....	15
Followup - Status of AI Exam Guidelines in Course descriptions.....	16
Recruitment for the Study Board: Autumn Election.....	17
Changes to the study curriculum.....	18
Courses and Projects for Evaluation.....	19
Any other business.....	23

## **Punkt 1: Members present**

### **Beslutning**

**Present:** Jørgen Ole Bærenholdt, Louison Cahen-Fourot, Helene Dyrhauge, Tracy Rona Edade Akpobasaa

**Absent:** Charlotte Liin Lund, Svend Flarup, Boyan Volkert Siersma, Lars Fuglsang

**Referent:** Sofie Bai

## **Punkt 2: Approval of the agenda**

### **Beslutning**

The agenda is approved

### **Punkt 3: Approval of last month's minutes**

#### **Beslutning**

The minutes from the June meeting has been approved

Studienævn for Den Samfundsvidenskabelige  
Bacheloruddannelse (Studyboard Meeting SamBach  
June 2025)

19-06-2025 10:00 - 12:00

14.2-023

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**Mødedeltagere : Boyan Volkert Siersma, Charlotte Liin Lund, Helene Dyrhauge, Jørgen Ole Bærenholdt, Lars Fuglsang, Louison Cahen-Fourot, Sofie Bai, Svend Flarup, Svend Flarup, Tracy Rona Edafe Akpobasaa**

# Indhold

Referat ..... 1

# Referat

## Punkt 1: Members present

### Present

Studentmembers: Boyan Volkert Siersma, Charlotte Liin Lund, Tracy Rona Edafe Akpobasaa

Staff members: Helene Dyrhauge, Jørgen Ole Bærenholdt,

### Absent

Lars Fuglsang, Louison Cahen-Fourot, Svend Flarup

### Visiting

Thomas Laumark from Study and Career Guidance  
Patrick Jim Hedensted from Study and Career Guidance  
Ronan, exchange student from SIB  
Victor Irming, substitute and SAB students

## Punkt 2: Approval of the agenda

The agenda is approved

## Punkt 3: Approval of last month's minutes

The minutes is approved

## Punkt 4: Oral orientation from Head of Studies

The Head of Studies provided an overview of the main areas currently occupying her attention.

- She is in the process of allocating the remaining supervision hours to ensure all students receive the necessary guidance.
- Planning for the upcoming study start is also a key focus. This includes coordination with RUSK and Study and Career guidance to ensure a successful start for all new students on SIB and SAB.
- Student-related matters, particularly cases involving exam cheating, are currently taking up considerable attention.

## Punkt 5: Presentation of the Intro Programme and How to RUC BA

### Presentation from Study and Career Guidance

Thomas from Study and Career Guidance briefly introduced himself and his role as co-coordinator of the study start, together with Signe Floutrup and in collaboration with RUSK.

Thomas presented several key elements related to the upcoming introduction programme and highlighted which focus areas are guiding its development. This

summary provides only a brief overview; for further details, please refer to the slides that has been attached to this item.

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### Overview of the Introduction Programme:

- **Pre-boarding (How to RUC):** Launches August 8. A digital onboarding tool designed to support new students in their transition to university life. It provides practical information (e.g., IT systems, timetables, course navigation) in one platform that students can explore at their own pace.
- **On-campus Introduction Period:** August 18–28, including five days on campus, one off-campus day, and a dedicated on-campus festival for international students. The final concept is still in development.

### Focus Areas for 2025:

- Supporting students socially, practically, and academically during their transition to university.
- Organising the intro period based on feedback from previous years to ensure all students feel safe and welcome.
- Strengthening the **alcohol and social interaction policy** (2022) by ensuring clearer guidelines and integration into the programme through tutor workshops.
- Improving coordination with academic programmes.
- Adapting the intro experience to meet the expectations of a new student generation.
- Recruiting a more diverse group of student volunteers.
- Continued development of the **international intro programme**.

### Punkt 6: Course evaluations

The study board has had the opportunity to review and discuss the course evaluations for F25. The feedback from the students has been positive, and the response rate has been higher than usual.

The following courses were emphasised:

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BC4: Good feedback from the students. However, their reported effort for the course could be better.

BC5: The study board is pleased to note the significant increase in the response rate, and the generally positive feedback received regarding both the course and the teacher.

BC6: the course received mixed feedback. There are indications that some students are not happy to be harpooned during teaching, and there is also a desire for greater coherence in teaching and between curriculum and exam.

BC8: Students commented on insufficient information on moodle and that teaching often feels rushed

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## **SAB**

BK4: Generally mixed feedback. Overall, the students express satisfaction with the teaching itself, however, they have experienced the whole process as disorganised and confusing due to cancellations caused by illness and dissatisfaction with the substitute teacher. The students are looking for better solutions in the future, in terms of substitute coverage in case of illness.

In addition, dissatisfaction was expressed with the syllabus, where 'regnskab og Økonomi' written by Jakob Vestergaard was highlighted as problematic.

In this context, the Study Board emphasises that all exercises must be freely available and the syllabus must, as far as possible, be available from the start of the semester.

BK5: Generally very good feedback. This is the best course evaluation the course has had in the past few year. the course leader has succeeded in reforming the course. Only few issues were raised. Syllabus should be made available at the start of the semester and the exam questions for portfolio exams should have a more precise explanation.

BK6: Generally positive feedback, however, there is a split in how respondents perceive the combination of exercises and lectures. Some are really happy about it while others are more sceptical.

BK8: Same comments as BC8. The students find the course difficult

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Subject modul 4b/8: The response rate is to low.

"International business law" elective course: the students commented on the extensive curriculum and too few course sessions.

"Radical Alternatives and Utopias" elective course: generally positive feedback

Strategic Foresights in Organisations: generally Positive feedback

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**Action:** The Head of study will contact the course leaders from the mentioned courses. Regarding BK4 the study board asks for a full course description including syllabus for review at the December meeting. The head of Study will make sure this is provided.

## **Punkt 7: Proposal to revise the University Common study rules**

The Study Board has discussed the proposal for the revision of Roskilde University's Common Study Programme Regulations and, based on this discussion, offers the following comments:

Regarding **§24 on dispensations for online exams**, the proposal suggests transferring the handling of such dispensations to the Study Administration and developing accompanying guidelines. The Study Board expresses concern about the potential implications of moving these decisions away from the board level. It is important that such decisions are made in collaboration with those responsible for conducting the exams, as many individual considerations may need to be taken into account.

The Study Board has no further comments on the proposal.

## **Punkt 8: Resubmission: Update to Activity Descriptions: GenAI Guidelines for Exams**

### **Re-approval of Proposed Text on the Use of Generative AI in Exam Forms**

The Study Board was asked to (re)approve the proposed text concerning the use of Generative AI in courses with the following exam forms: take-home assignments, oral exams based on written product(s), portfolios, and oral exams without a written product.

The Study Board approved the revised text but raised concerns about how and by whom the text will be maintained and kept up to date going forward. Additionally, questions were raised as to why this decision and the accompanying text are handled at the departmental level, rather than being centrally managed, for instance by EAE.

## **Punkt 9: Elective courses E25**

The course *Organization, Gender, and Diversity* will not be offered at this time. However, there is a wish to offer it at a later stage. It was noted that the current scheduling of the course coincides with the SV subject module course, which raises concerns. There will be further consideration as to whether the course can be scheduled at another time. It was also pointed out that subject module courses and elective courses are not governed by the same framework, and running an elective course for a small number of students involves questions of resource allocation. The course is expected to be offered again next fall, and there are ongoing considerations as to whether it should be taught in English.

## Punkt 4: Intake

The Study Board is asked to review the figures for enrolled students on SIB And SAB for the fall semester. The attached files show the total number of admissions to SIB and SAB, as well as the number of admissions to SIB by nationality.

Attached files:

1. Sambach admission 2025

## Beslutning

### Admission Figures (Fall Semester):

- **SAB:** 371 admitted, including 51 in Journalism. This is a significant increase compared to last year.
  - Due to the larger intake, the Head of Study has had to rebook classrooms to secure larger rooms.
  - Overall, 28 more students in SAB (including Journalism) compared to the previous year.
- **SIB:** Intake is lower this year, back to a more normal level.
  - Approximately 50 fewer students admitted, due to the imposed cap on 105.
  - The expected entry grade average for SIB is 7.2 (also due to the cap).

## Bilag

2025 - optag ja tak og prognose.pptx

## **Punkt 5: Study environment tutor calendar for the upcoming semester**

The study board is asked to make itself acquainted with the attached overview of studie environment activities that the study environment tutors are responsible for.

### **Beslutning**

The Study Board was informed about study environment initiatives for fall 2025.

### **Engagement and Ownership**

A key focus for the study environment is to strengthen and increase student engagement compared to previous years. Efforts will emphasize shaping a strong study culture from the beginning, with clear expectations for academic work, while also supporting student ownership through visible involvement from SMT and the establishment of both social and academic committees.

### **International Focus**

Special initiatives are planned for international SIB students, including a campus carnival, a full-day trip to Ungdomsøen with teambuilding activities, and measures to strengthen their connection to the Danish labor market. The overall purpose is to build inclusive and sustainable academic and social communities where students take responsibility and actively co-create their study environment.

In addition, a social dinner is being planned in cooperation with Studenterrådgivningen as an attempt to reach vulnerable international students. It is a common belief that international students may struggle more than others to seek help or support when needed.

### **Bilag**

Studiemiljø Sambach 2025.pdf

## **Punkt 6: Status on the 2025 Introductory Programme**

The Study Board is asked to review the midterm evaluation of the initiatives related to the 2025 Bachelor Introduction programme and the guide to the Social Interaction Policy from this years tutoring.

### **Background**

In November 2024, ULF approved a two-year development initiative aimed at creating a safer and more inclusive start to studies, "*Studiestart for alle*". The purpose was to strengthen the strategic focus on initiatives within the Bachelor Introduction programme, building on experiences and evaluations from the 2022 programme. The final version of the new introduction programme will not be fully implemented until 2026.

Attached file:

- *2025 ULF Skriftlig status på indsatser til 2025* (in Danish)
- *Guide to the Social Interaction Policy*

### **Beslutning**

#### **Orientation on Study Start**

The Board was updated on this year's study start, including the reasoning behind the chosen setup, the initiatives taken, and the focus on inclusion. The goal has been to ensure a safer and more welcoming introduction period, where alcohol does not dominate. Based on previous experience and feedback, SogK has helped define clearer guidelines for the introduction.

Students asked many questions about project work and academic expectations and generally appeared better prepared than in earlier years.

#### **International Studytrip**

Some international students expressed feeling left out due to the cancellation of their studytrip, and attendance at the *rus* festival was lower than expected.

The Board will revisit the topic on the studytrip once the evaluation results are available and we have amore general understandig on how it was recieved by the students.

### **Bilag**

2025 ULF Skriftlig status på indsatser til 2025.pdf

Poster - Social Interaction Policy.pdf

## **Punkt 7: Evaluation of the Subject Selection process 2025**

The Study Board is requested to review the following evaluation report on the course selection day process.

### **Background**

The Course selection day process comprises three key initiatives designed to inform students about their study options: the Moodle platform, the course selection day, and the class meeting. This report evaluates the outcomes of these three initiatives.

### **Beslutning**

The Board briefly discussed the course selection process. It was suggested that the report could be provided in English. Some members felt that the process had been over-reported.

### **Bilag**

Evalueringsrapport 2025.pdf

## **Punkt 8: Followup - Status of AI Exam Guidelines in Course descriptions**

**Status on the implementation of AI guidelines for exams on Study:** We have reached out to all course coordinators and are currently awaiting the remaining responses. An example of how this will appear on Study is shown in the attached image

### **Beslutning**

The Board was updated on the implementation of a common text on Study outlining how students may use AI during exams. All course coordinators have been contacted, and most have provided their course-specific guidelines to be added. The text clarifies how AI can be used in each course's exams.

Jørgen Ole suggested including a link to the library website, and Sofie will follow up on this.

### **Bilag**

Example of AI Guideline in Course Description.pptx

## **Punkt 9: Recruitment for the Study Board: Autumn Election**

### **Term of Office for the Study Board**

The current term of office for both faculty (VIP) and student (STUD) representatives on the Study Board ends on 1 February 2026 (period: 01.02.2022–31.01.2026).

Members are asked to consider whether they wish to stand for re-election for the next term. At the same time, the Study Board is encouraged to discuss how to ensure effective recruitment of new members, particularly student representatives. It is important that the board maintains broad and representative membership so that diverse perspectives are reflected in its work.

**Link to intra** <https://intra.ruc.dk/nc/dk/for-ansatte/service-til-ansatte/ruc-koncernjura/valgkontor/medlemmer-af-raad-og-naevn/studienaevn/medlemmer-af-bachelorstudienaevn-for-sam/>

### **Beslutning**

Upcoming elections for the Study Board require a focus on recruiting new members, both VIP and student representatives. Recruitment will be addressed by SMT and shared on Moodle in due time. Helene will hold a meeting With admin in September to ensure a process that students receive guidance in completing the forms correctly.

**Follow-up:** Clarification is needed on whether bachelor representatives may continue when they enter the master's program (Sofie to follow up). A link to the rules of procedure will be shared on Intra.

## Punkt 10: Changes to the study curriculum

The studyboard is asked to consider the following two considerations to the study curriculum:

1. Should the study board revise the overall learning objectives for the degree programme?
2. Discuss the Pro-dean Bodil Damgaard suggestion to make two tracks for BK/BC8 Quantitative methods (both SIB and SAB)

### Background

**Item 1:** It is uncertain when there will be a reform of the bachelor programme. The overall learning objectives for the degree programme are very broad, generic and there are many of them. Should the study board revise them so they fit better with the current circumstances?

**Item 2:** ISE pro-dean Bodil Damgaard has suggested making two tracks for BC8/BK8 at both SAB and SIB. One track for people who are interested in quant and who take the subject modules in (Socialvidenskab, Erhvervsøkonomi and Samfundsøkonomi) and one track for those who need an introduction to quantitative methods?

### Beslutning

Discussion focused on two main areas: potential changes to the learning objectives and the division of the current Quantitative Methods course into two tracks: a standard and an advanced version suggested by the Prodean.

Although a BA reforms direction is uncertain, it was considered relevant to review the learning objectives now. Emphasis was placed on aligning what students learn with how they learn and making objectives general, distinguishing specific skills from general goals.

Prodean Bodil Damgaard proposed the two-track model, noting it would require more hours and resources. Some programs, such as Socialvidenskab, ERhvervsøkonomi and Samfundsøkonomi, would likely opt for the advanced track from the start, so timetabling must reflect this.

The Study board found the idea very interesting, but had a few concerns they find important to consider before going ahead with this idea. The following considerations were made.

- How do we secure and maintain appropriate levels later on in their education?
- this model could support later specialization even more
- accommodating different student profiles
- aligns with expected STEM focus in future reforms.
- Some students believe they cannot master math, but fear is often the main barrier. With proper support, many succeed; a lighter version of Quantitative Method may fail to help them realize this potential.

### Action:

Helene will look at the overall learning objectives, the competence matrix from the internal degree evaluations and make some proposals for new overall objectives for the degree programme. The proposal will be presented at the October meeting.

As a next step, Helene will coordinate a working group after the start of the term and consult with the Quantitative Methods faculty for input on feasibility and design. The mandate from SN is to explore options for the two tracks, including content and level, without making final decisions at this stage.

### Bilag

SIB.pdf

## **Punkt 12: Courses and Projects for Evaluation**

### **Beslutning**

The Study Board has reviewed the list of courses selected for evaluation and decided that all basic courses and projects will be included.

In addition, *Political Economy of Social-Ecological Transformation* and *Moderne og klassisk politisk og social teori. De store spørgsmål om social orden, politik og demokrati* have also been selected for evaluation.

# Educational activities to be evaluated in E25, SamBach

## 1. Criteria for evaluation

The study board evaluates all offered basic courses each semester, in addition a number of elective courses and projects are selected.

The selection of courses for evaluation is based on the following three criteria:

Framework for selection	Method	Process
Obligatory	RUC's common rules: <sup>1</sup> <ul style="list-style-type: none"><li>- Courses are evaluated in writing every six semesters as a minimum. At ISE this is interpreted to be that a course must be evaluated at least every third time it is held.</li><li>- New courses are always evaluated, including courses that have undergone major changes.</li><li>- Projects are evaluated in writing every third semester as a minimum.</li></ul>	The department's administrative quality assurance officer prepares documents for the study boards.
The study board's assessment	Based on important parameters such as satisfaction and grading in previous semesters, the study board assesses whether the individual re-offered course should be evaluated beyond the cadences stipulated in Roskilde University's common rules. <sup>2</sup>	The study boards select based on relevant parameters.
Voluntary	Educators report if they want their course to be evaluated.	The department's evaluation officer writes to course coordinators at the beginning of the semester to see if there is interest in having their course evaluated.

## 2. Activities to be evaluated

The following courses and projects are recommended to be evaluated based on the criteria above. See below under point 3 for an overview of total activities available.

### Courses:

1. Basic Course 1: Basic Course in Political Science
2. Basic Course 2: Basic Course in Sociology
3. Basic Course 3: Methods in Social Sciences
4. Basic Course 7: Philosophy of Social Science

<sup>1</sup> <https://intra.ruc.dk/?eID=push&docID=52017>.

<sup>2</sup> The study board for the Bachelor of Social Sciences usually select courses if previous versions of them have received a satisfaction rate below 80% in the student evaluations.

5. Basiskursus 1: Samfundsvidenskabeligt grundkursus i politologi
6. Basiskursus 2: Samfundsvidenskabeligt grundkursus i sociologi
7. Basiskursus 3: Samfundsvidenskabelig metode
8. Basiskursus 7: Samfundsvidenskabelig videnskabsteori
9. Fagmodulkursus 4b/8: Samfundsvidenskabelig analysestrategi
10. Grundkursus i Politologi
11. Grundkursus i Sociologi
12. Moderne og klassisk politisk og social teori. De store spørgsmål om social orden, politik og demokrati
13. Subject module course 4b/8: Social Science Analysis Strategy

**Projects (including respective project formations):**

1. Basic project 1
2. Basic project 3
3. Basisprojekt 1
4. Basisprojekt 3
5. SAB Bachelorprojekt
6. SIB Bachelor project.

**3. Activities available in F25**

**Yellow** = activity offered.

X = activity selected for evaluation.

Uddannelsesaktivitet	Studienævn	Aktivitet	F23	E23	F24	E24	F25	E25
Basic Course 1: Basic Course in Political Science	SamBach	Basiskursus		X		X		X
Basic Course 2: Basic Course in Sociology	SamBach	Basiskursus		X		X		X
Basic Course 3: Methods in Social Sciences	SamBach	Basiskursus		X		X		X
Basic Course 7: Philosophy of Social Science	SamBach	Basiskursus		X		X		X
Basic project 1	SamBach	Projekt		X		X		X
Basic project 3	SamBach	Projekt		X		X		X
Basiskursus 1: Samfundsvidenskabeligt grundkursus i politologi	SamBach	Basiskursus		X		X		X
Basiskursus 2: Samfundsvidenskabeligt grundkursus i sociologi	SamBach	Basiskursus		X		X		X
Basiskursus 3: Samfundsvidenskabelig metode	SamBach	Basiskursus		X		X		X

Basiskursus 7: Samfundsvidenskabelig videnskabsteori	SamBach	Basiskursus		X		X		X
Basisprojekt 1	SamBach	Basisprojekt		X		X		X
Basisprojekt 3	SamBach	Basisprojekt		X		X		X
Entrepreneurship as Business Qualification/Entreprenørskab som værdiskabende kvalifikation og proces	SamBach	Valgkursus		X		X		
Grundkursus i Politologi	SamBach	Valgkursus				X		X
Grundkursus i Sociologi	SamBach	Valgkursus				X		X
Moderne og klassisk politisk og social teori. De store spørgsmål om social orden, politik og demokrati	SamBach	Valgkursus						X
Organisation, køn og mangfoldighed	SamBach	Valgkursus		X		X		
Political economy of social- ecological transformation	SamBach	Valgkursus				X		
SAB bachelorprojekt	SamBach	Basisprojekt	X	X	X	X	X	X
SIB bachelor project	SamBach	Basisprojekt	X	X	X	X	X	X
Subject module course 4b/8: Social Science Analysis Strategy	SamBach	Fagmodulkursus	X	X	X	X	X	X

**Punkt 13: Any other business**